



Tom Horne, Superintendent
of Public Instruction

ARIZONA DISTRICT REPORT CARD 2005-06

Glendale Union High School District

7650 N 43rd Ave, Glendale, AZ 85301-1661

No Child Left Behind

Adequate Yearly Progress¹

2004-05 Met
2003-04 Met
2002-03 Met

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

Current Administrator²

Title: Superintendent
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District At A Glance

Enrollment³

	State	District
2004-2005 Student Enrollment	1,037,655	13,986

Highly Qualified

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	123	38	1	0
4 to 6 years	102	33	2	1
7 to 9 years	48	41	0	0
10 or more years	126	210	5	3

Percentage of Public Elementary and Secondary School Teachers with Emergency/Provisional Certification

8%

	District Aggregate	High-Poverty Schools	Moderate-Poverty Schools	Low Poverty Schools
Percentage of Core Academic Subject Poverty Elementary and Secondary School Classes Not Taught by Highly Qualified Teachers	3%	N/A	3%	N/A

N/A =Data not available

Visit <http://www.ade.az.gov/azlearns/> for more information on the performance of your district.

3rd Grade

Mathematics	# Tested		% Tested		MSS		% FFB		% A		% Met		% Exceeded	
	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ
All Students (04-05)	--	79306	--	99	--	445	--	10	--	18	--	51	--	20
All Students (03-04)	NC	75509	NC	100	NC	521	NC	13	NC	23	NC	33	NC	31
Female (04-05)	--	38691	--	99	--	446	--	10	--	18	--	52	--	20
Female (03-04)	NC	37013	NC	100	NC	522	NC	12	NC	24	NC	33	NC	31
Male (04-05)	--	40583	--	99	--	445	--	11	--	18	--	50	--	21
Male (03-04)	--	38430	--	99	--	521	--	14	--	22	--	33	--	31
African American (04-05)	--	4041	--	99	--	426	--	17	--	23	--	50	--	10
African American (03-04)	--	3660	--	99	--	496	--	24	--	31	--	28	--	18
Hispanic (04-05)	--	32869	--	99	--	429	--	15	--	25	--	51	--	10
Hispanic (03-04)	--	30486	--	99	--	505	--	18	--	29	--	32	--	21
Asian/Pacific Islander (04-05)	--	1935	--	99	--	474	--	3	--	9	--	48	--	40
Asian/Pacific Islander (03-04)	--	1780	--	98	--	549	--	5	--	13	--	33	--	50
American Indian/Alaskan Native (04-05)	--	4264	--	100	--	419	--	19	--	30	--	45	--	6
American Indian/Alaskan Native (03-04)	--	4075	--	100	--	486	--	28	--	34	--	26	--	12
White (04-05)	--	36197	--	99	--	463	--	5	--	11	--	53	--	31
White (03-04)	--	35192	--	99	--	534	--	8	--	19	--	35	--	39
Students with Disabilities (04-05)	--	10321	--	100	--	389	--	30	--	27	--	34	--	9
Students with Disabilities (03-04)	NC	9708	NC	100	NC	489	NC	32	NC	27	NC	24	NC	17
Students without Disabilities (04-05)	--	69060	--	98	--	454	--	7	--	17	--	54	--	22
Students without Disabilities (03-04)	--	65801	--	98	--	525	--	11	--	23	--	34	--	33
Limited English Proficient Students (04-05)	--	15509	--	100	--	406	--	20	--	30	--	45	--	5
Limited English Proficient Students (03-04)	--	16928	--	100	--	485	--	29	--	33	--	26	--	12
Migrant Students (04-05)	--	118	--	NA	--	419	--	25	--	21	--	50	--	3
Migrant Students (03-04)	--	750	--	NA	--	499	--	21	--	29	--	30	--	20
Economically Disadvantaged (04-05)	--	39415	--	96	--	431	--	15	--	25	--	50	--	10
Economically Disadvantaged (03-04)	--	36411	--	NA	--	503	--	19	--	29	--	32	--	20
Non-Economically Disadvantaged (04-05)	--	39966	--	100	--	459	--	6	--	12	--	52	--	30
Non-Economically Disadvantaged (03-04)	NC	39040	NC	NA	NC	534	NC	8	NC	19	NC	34	NC	39

3rd Grade

Reading	# Tested		% Tested		MSS		% FFB		% A		% Met		% Exceeded	
	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ
All Students (04-05)	--	79395	--	99	--	446	--	9	--	25	--	55	--	11
All Students (03-04)	--	75492	--	100	--	519	--	12	--	16	--	47	--	24
Female (04-05)	--	38691	--	100	--	451	--	7	--	24	--	57	--	12
Female (03-04)	--	37014	--	100	--	523	--	10	--	15	--	48	--	27
Male (04-05)	--	40618	--	99	--	440	--	11	--	27	--	53	--	9
Male (03-04)	--	38400	--	99	--	516	--	14	--	17	--	47	--	21
African American (04-05)	--	4052	--	100	--	434	--	11	--	29	--	54	--	6
African American (03-04)	--	3665	--	99	--	505	--	20	--	22	--	43	--	14
Hispanic (04-05)	--	32915	--	99	--	426	--	15	--	35	--	47	--	4
Hispanic (03-04)	--	30438	--	99	--	508	--	17	--	21	--	47	--	15
Asian/Pacific Islander (04-05)	--	1936	--	99	--	468	--	3	--	14	--	63	--	19
Asian/Pacific Islander (03-04)	--	1773	--	98	--	534	--	4	--	10	--	50	--	36
American Indian/Alaskan Native (04-05)	--	4271	--	100	--	420	--	15	--	42	--	41	--	2
American Indian/Alaskan Native (03-04)	--	4081	--	100	--	498	--	25	--	26	--	40	--	8
White (04-05)	--	36221	--	99	--	465	--	4	--	15	--	63	--	17
White (03-04)	--	35177	--	99	--	528	--	8	--	13	--	49	--	31
Students with Disabilities (04-05)	--	10331	--	100	--	388	--	25	--	37	--	34	--	4
Students with Disabilities (03-04)	--	9707	--	100	--	495	--	33	--	21	--	33	--	13
Students without Disabilities (04-05)	--	69139	--	99	--	454	--	7	--	24	--	58	--	11
Students without Disabilities (03-04)	--	65785	--	98	--	522	--	10	--	16	--	49	--	26
Limited English Proficient Students (04-05)	--	15545	--	100	--	399	--	21	--	42	--	35	--	1
Limited English Proficient Students (03-04)	--	16905	--	100	--	489	--	34	--	28	--	32	--	6
Migrant Students (04-05)	--	120	--	NA	--	414	--	20	--	45	--	35	--	0
Migrant Students (03-04)	--	763	--	NA	--	499	--	21	--	30	--	40	--	8
Economically Disadvantaged (04-05)	--	39484	--	96	--	429	--	14	--	35	--	47	--	4
Economically Disadvantaged (03-04)	--	36302	--	NA	--	507	--	18	--	21	--	46	--	14
Non-Economically Disadvantaged (04-05)	--	39986	--	100	--	461	--	4	--	16	--	63	--	17
Non-Economically Disadvantaged (03-04)	--	39164	--	NA	--	528	--	8	--	13	--	48	--	31

3rd Grade

Writing	# Tested		% Tested		MSS		% FFB		% A		% Met		% Exceeded	
	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ
All Students (04-05)	--	78869	--	99	--	442	--	6	--	21	--	63	--	10
All Students (03-04)	--	75053	--	99	--	597	--	7	--	12	--	72	--	9
Female (04-05)	--	38536	--	99	--	458	--	4	--	15	--	67	--	14
Female (03-04)	--	36872	--	99	--	621	--	5	--	9	--	74	--	12
Male (04-05)	--	40302	--	99	--	428	--	8	--	26	--	60	--	7
Male (03-04)	--	38109	--	99	--	573	--	10	--	14	--	69	--	6
African American (04-05)	--	4015	--	99	--	430	--	8	--	24	--	61	--	7
African American (03-04)	--	3636	--	99	--	568	--	12	--	16	--	67	--	6
Hispanic (04-05)	--	32606	--	98	--	426	--	8	--	27	--	60	--	5
Hispanic (03-04)	--	30235	--	98	--	575	--	9	--	14	--	70	--	6
Asian/Pacific Islander (04-05)	--	1925	--	99	--	471	--	3	--	11	--	64	--	22
Asian/Pacific Islander (03-04)	--	1768	--	98	--	651	--	3	--	5	--	72	--	19
American Indian/Alaskan Native (04-05)	--	4245	--	100	--	423	--	9	--	26	--	61	--	4
American Indian/Alaskan Native (03-04)	--	4044	--	99	--	550	--	13	--	17	--	66	--	4
White (04-05)	--	36078	--	99	--	459	--	4	--	16	--	66	--	14
White (03-04)	--	35028	--	99	--	613	--	6	--	10	--	73	--	11
Students with Disabilities (04-05)	--	10246	--	100	--	367	--	18	--	39	--	40	--	4
Students with Disabilities (03-04)	--	9625	--	100	--	530	--	21	--	21	--	55	--	4
Students without Disabilities (04-05)	--	68697	--	98	--	454	--	4	--	18	--	67	--	11
Students without Disabilities (03-04)	--	65428	--	98	--	604	--	6	--	11	--	73	--	10
Limited English Proficient Students (04-05)	--	15339	--	100	--	399	--	11	--	31	--	54	--	3
Limited English Proficient Students (03-04)	--	16765	--	100	--	525	--	17	--	20	--	60	--	2
Migrant Students (04-05)	--	119	--	NA	--	402	--	16	--	30	--	53	--	1
Migrant Students (03-04)	--	752	--	NA	--	562	--	9	--	18	--	68	--	5
Economically Disadvantaged (04-05)	--	39106	--	95	--	427	--	8	--	28	--	59	--	5
Economically Disadvantaged (03-04)	--	36077	--	NA	--	566	--	10	--	16	--	69	--	5
Non-Economically Disadvantaged (04-05)	--	39837	--	100	--	457	--	4	--	14	--	67	--	15
Non-Economically Disadvantaged (03-04)	--	38950	--	NA	--	618	--	5	--	9	--	73	--	12

8th Grade

Mathematics	# Tested		% Tested		MSS		% FFB		% A		% Met		% Exceeded	
	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ
All Students (04-05)	21	78250	0	99	0	548	38	21	33	18	29	48	0	13
All Students (03-04)	--	75001	--	99	--	468	--	37	--	36	--	16	--	10
Female (04-05)	13	38071	0	99	0	549	38	20	31	19	31	49	0	12
Female (03-04)	--	36846	--	99	--	468	--	36	--	38	--	16	--	10
Male (04-05)	NC	40126	NC	99	NC	547	NC	23	NC	17	NC	46	NC	14
Male (03-04)	--	37974	--	99	--	467	--	39	--	34	--	16	--	11
African American (04-05)	NC	4058	NC	99	NC	523	NC	32	NC	22	NC	41	NC	5
African American (03-04)	--	3720	--	98	--	446	--	53	--	33	--	9	--	4
Hispanic (04-05)	10	29129	0	99	0	527	30	32	40	23	30	40	0	6
Hispanic (03-04)	--	26675	--	98	--	448	--	52	--	34	--	10	--	4
Asian/Pacific Islander (04-05)	--	1747	--	100	--	589	--	9	--	9	--	50	--	32
Asian/Pacific Islander (03-04)	--	1575	--	99	--	504	--	18	--	33	--	20	--	29
American Indian/Alaskan Native (04-05)	NC	4996	NC	100	NC	518	NC	36	NC	25	NC	36	NC	4
American Indian/Alaskan Native (03-04)	--	4731	--	98	--	438	--	61	--	30	--	7	--	2
White (04-05)	NC	38320	NC	99	NC	568	NC	12	NC	14	NC	55	NC	19
White (03-04)	--	37785	--	99	--	482	--	25	--	39	--	21	--	15
Students with Disabilities (04-05)	21	9329	0	100	0	454	38	64	33	18	29	16	0	2
Students with Disabilities (03-04)	--	8802	--	100	--	418	--	79	--	16	--	3	--	1
Students without Disabilities (04-05)	--	68996	--	99	--	561	--	16	--	18	--	52	--	14
Students without Disabilities (03-04)	--	66199	--	99	--	472	--	34	--	38	--	17	--	11
Limited English Proficient Students (04-05)	21	10133	0	100	0	488	38	45	33	25	29	28	0	2
Limited English Proficient Students (03-04)	--	11710	--	100	--	429	--	70	--	25	--	4	--	1
Migrant Students (04-05)	--	83	--	NA	--	520	--	39	--	28	--	30	--	4
Migrant Students (03-04)	--	709	--	NA	--	442	--	57	--	34	--	7	--	2
Economically Disadvantaged (04-05)	--	33388	--	94	--	530	--	32	--	22	--	40	--	5
Economically Disadvantaged (03-04)	--	29814	--	NA	--	448	--	53	--	33	--	10	--	4
Non-Economically Disadvantaged (04-05)	21	44937	0	100	0	561	38	13	33	15	29	54	0	18
Non-Economically Disadvantaged (03-04)	--	45170	--	NA	--	479	--	28	--	38	--	20	--	14

8th Grade

Reading	# Tested		% Tested		MSS		% FFB		% A		% Met		% Exceeded	
	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ
All Students (04-05)	21	78302	0	99	0	512	38	11	19	25	33	57	10	7
All Students (03-04)	--	74918	--	99	--	497	--	32	--	19	--	35	--	15
Female (04-05)	13	38071	0	99	0	518	38	8	23	24	31	61	8	7
Female (03-04)	--	36805	--	99	--	501	--	28	--	19	--	37	--	16
Male (04-05)	NC	40166	NC	99	NC	507	NC	14	NC	26	NC	54	NC	6
Male (03-04)	--	37936	--	99	--	493	--	35	--	18	--	33	--	14
African American (04-05)	NC	4064	NC	100	NC	498	NC	14	NC	29	NC	54	NC	3
African American (03-04)	--	3719	--	98	--	481	--	43	--	21	--	29	--	7
Hispanic (04-05)	10	29152	0	99	0	492	30	17	20	34	40	46	10	2
Hispanic (03-04)	--	26645	--	98	--	478	--	46	--	20	--	27	--	6
Asian/Pacific Islander (04-05)	--	1746	--	100	--	542	--	5	--	13	--	66	--	16
Asian/Pacific Islander (03-04)	--	1571	--	99	--	521	--	18	--	15	--	38	--	30
American Indian/Alaskan Native (04-05)	NC	4993	NC	100	NC	484	NC	19	NC	38	NC	42	NC	1
American Indian/Alaskan Native (03-04)	--	4729	--	98	--	468	--	57	--	19	--	19	--	4
White (04-05)	NC	38347	NC	99	NC	531	NC	5	NC	17	NC	68	NC	10
White (03-04)	--	37773	--	99	--	511	--	20	--	18	--	41	--	21
Students with Disabilities (04-05)	21	9353	0	100	0	429	38	40	19	38	33	22	10	1
Students with Disabilities (03-04)	--	8801	--	100	--	448	--	75	--	13	--	10	--	2
Students without Disabilities (04-05)	--	69024	--	99	--	524	--	7	--	23	--	62	--	7
Students without Disabilities (03-04)	--	66117	--	99	--	501	--	28	--	19	--	37	--	16
Limited English Proficient Students (04-05)	21	10140	0	100	0	451	38	28	19	43	33	29	10	1
Limited English Proficient Students (03-04)	--	11706	--	100	--	454	--	71	--	16	--	12	--	1
Migrant Students (04-05)	--	83	--	NA	--	480	--	29	--	36	--	35	--	0
Migrant Students (03-04)	--	706	--	NA	--	467	--	55	--	22	--	20	--	4
Economically Disadvantaged (04-05)	--	33398	--	94	--	495	--	18	--	35	--	46	--	2
Economically Disadvantaged (03-04)	--	29785	--	NA	--	477	--	47	--	20	--	26	--	6
Non-Economically Disadvantaged (04-05)	21	44979	0	100	0	525	38	6	19	18	33	66	10	10
Non-Economically Disadvantaged (03-04)	--	45115	--	NA	--	508	--	23	--	18	--	39	--	20

8th Grade

Writing	# Tested		% Tested		MSS		% FFB		% A		% Met		% Exceeded	
	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ
All Students (04-05)	21	78094	0	99	0	545	33	3	29	18	24	77	14	2
All Students (03-04)	--	74503	--	99	--	491	--	9	--	32	--	51	--	8
Female (04-05)	13	38025	0	99	0	558	38	2	23	13	23	82	15	2
Female (03-04)	--	36686	--	99	--	506	--	5	--	29	--	57	--	9
Male (04-05)	NC	40013	NC	99	NC	534	NC	5	NC	23	NC	71	NC	1
Male (03-04)	--	37644	--	98	--	476	--	13	--	36	--	45	--	6
African American (04-05)	NC	4037	NC	99	NC	532	NC	4	NC	22	NC	73	NC	1
African American (03-04)	--	3677	--	97	--	475	--	12	--	36	--	46	--	5
Hispanic (04-05)	10	29068	0	99	0	523	30	5	30	27	30	67	10	1
Hispanic (03-04)	--	26500	--	97	--	467	--	13	--	39	--	44	--	4
Asian/Pacific Islander (04-05)	--	1743	--	100	--	577	--	2	--	9	--	82	--	8
Asian/Pacific Islander (03-04)	--	1566	--	99	--	537	--	5	--	23	--	55	--	18
American Indian/Alaskan Native (04-05)	NC	4981	NC	100	NC	526	NC	4	NC	25	NC	70	NC	0
American Indian/Alaskan Native (03-04)	--	4695	--	97	--	464	--	14	--	39	--	44	--	3
White (04-05)	NC	38265	NC	99	NC	564	NC	2	NC	11	NC	84	NC	3
White (03-04)	--	37606	--	99	--	508	--	6	--	28	--	56	--	10
Students with Disabilities (04-05)	21	9275	0	100	0	444	33	14	29	46	24	39	14	1
Students with Disabilities (03-04)	--	8662	--	100	--	409	--	37	--	42	--	20	--	1
Students without Disabilities (04-05)	--	68892	--	98	--	559	--	2	--	14	--	82	--	2
Students without Disabilities (03-04)	--	65841	--	98	--	499	--	7	--	32	--	53	--	8
Limited English Proficient Students (04-05)	21	10084	0	100	0	474	33	10	29	39	24	50	14	1
Limited English Proficient Students (03-04)	--	11608	--	100	--	430	--	23	--	47	--	28	--	1
Migrant Students (04-05)	--	81	--	NA	--	504	--	12	--	27	--	60	--	0
Migrant Students (03-04)	--	701	--	NA	--	449	--	17	--	43	--	38	--	1
Economically Disadvantaged (04-05)	--	33296	--	94	--	527	--	5	--	27	--	67	--	0
Economically Disadvantaged (03-04)	--	29587	--	NA	--	465	--	14	--	40	--	43	--	4
Non-Economically Disadvantaged (04-05)	21	44871	0	100	0	559	33	2	29	12	24	84	14	3
Non-Economically Disadvantaged (03-04)	--	44898	--	NA	--	507	--	7	--	28	--	55	--	10

10th Grade

Mathematics	# Tested		% Tested		MSS		% FFB		% A		% Met		% Exceeded	
	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ
All Students (04-05)	3552	69846	100	100	706	699	16	21	9	11	48	49	27	18
All Students (03-04)	3443	65934	99	100	500	492	33	43	20	18	29	24	19	15
Female (04-05)	1740	34328	100	99	709	702	14	19	9	12	49	51	27	18
Female (03-04)	1680	32586	99	100	500	491	33	44	20	19	30	24	17	14
Male (04-05)	1815	35509	100	100	704	696	18	23	9	11	46	48	27	18
Male (03-04)	1755	33226	98	99	501	493	33	42	19	18	27	24	20	16
African American (04-05)	268	3535	100	100	663	677	28	31	14	15	45	46	13	8
African American (03-04)	251	3042	99	98	488	478	46	58	23	19	21	17	10	6
Hispanic (04-05)	1283	23363	100	100	692	680	22	32	14	16	48	45	16	7
Hispanic (03-04)	1194	21740	99	100	487	475	47	63	21	17	22	15	10	5
Asian/Pacific Islander (04-05)	123	1742	100	99	737	733	11	8	4	7	46	46	40	38
Asian/Pacific Islander (03-04)	102	1643	99	99	511	519	25	23	14	13	33	30	28	34
American Indian/Alaskan Native (04-05)	93	4785	100	100	692	671	16	39	7	17	49	39	27	5
American Indian/Alaskan Native (03-04)	86	4351	95	99	499	472	27	68	22	16	36	13	15	4
White (04-05)	1785	36421	100	99	721	714	10	12	6	8	48	54	37	26
White (03-04)	1802	34819	99	99	510	505	22	27	18	20	34	31	26	22
Students with Disabilities (04-05)	398	7690	100	100	556	593	58	64	16	14	23	21	3	2
Students with Disabilities (03-04)	318	6507	98	100	462	456	82	83	10	9	8	6	0	2
Students without Disabilities (04-05)	3160	62220	100	99	725	712	11	16	8	11	51	53	30	20
Students without Disabilities (03-04)	3125	59427	99	100	501	494	32	41	20	19	29	25	19	16
Limited English Proficient Students (04-05)	387	5834	100	100	604	612	38	46	18	20	37	31	7	3
Limited English Proficient Students (03-04)	315	6793	100	100	468	464	72	79	14	11	10	8	4	2
Migrant Students (04-05)	--	117	--	NA	--	677	--	44	--	18	--	35	--	3
Migrant Students (03-04)	--	708	--	NA	--	469	--	72	--	15	--	10	--	3
Economically Disadvantaged (04-05)	1149	21421	93	92	701	686	26	35	11	15	47	43	15	7
Economically Disadvantaged (03-04)	642	18745	NA	NA	486	475	50	64	20	16	20	15	10	5
Non-Economically Disadvantaged (04-05)	2409	48489	100	100	709	704	11	15	8	10	48	52	34	23
Non-Economically Disadvantaged (03-04)	2801	47182	NA	NA	504	499	29	35	19	19	31	27	21	19

10th Grade

Reading	# Tested		% Tested		MSS		% FFB		% A		% Met		% Exceeded	
	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ
All Students (04-05)	3657	71311	100	100	692	694	7	7	19	21	65	63	10	9
All Students (03-04)	3592	68162	100	100	514	509	14	18	22	24	56	51	8	8
Female (04-05)	1779	34328	100	100	698	700	6	5	17	19	66	66	11	10
Female (03-04)	1735	33509	100	100	517	513	13	15	20	23	58	52	9	9
Male (04-05)	1875	36430	100	100	688	688	7	9	21	22	63	61	9	8
Male (03-04)	1854	34521	99	100	510	505	16	20	23	24	55	49	7	7
African American (04-05)	280	3573	100	100	656	676	11	9	30	26	53	60	6	4
African American (03-04)	269	3163	100	99	499	497	20	22	33	30	45	46	3	3
Hispanic (04-05)	1315	24056	100	100	674	672	11	13	27	31	58	53	4	3
Hispanic (03-04)	1263	22624	99	100	496	487	24	32	27	31	46	35	3	2
Asian/Pacific Islander (04-05)	126	1731	100	98	705	717	7	3	17	13	68	68	8	16
Asian/Pacific Islander (03-04)	109	1666	100	100	502	523	17	11	29	17	50	60	5	12
American Indian/Alaskan Native (04-05)	102	5110	100	100	672	661	4	14	28	38	66	46	2	2
American Indian/Alaskan Native (03-04)	90	4592	97	100	499	484	15	32	33	37	51	30	1	1
White (04-05)	1834	36841	100	99	711	713	3	3	12	12	70	72	15	13
White (03-04)	1853	35727	99	100	529	526	6	7	16	17	66	64	12	12
Students with Disabilities (04-05)	413	8021	100	100	555	590	20	27	47	42	31	29	2	1
Students with Disabilities (03-04)	340	6845	100	100	472	468	47	53	33	29	19	18	1	1
Students without Disabilities (04-05)	3248	63379	100	100	710	707	5	5	16	18	69	68	11	10
Students without Disabilities (03-04)	3252	61317	99	100	516	512	12	15	21	23	59	53	8	8
Limited English Proficient Students (04-05)	414	6402	100	100	579	596	28	25	40	44	30	30	1	1
Limited English Proficient Students (03-04)	337	7152	100	100	460	464	65	57	25	31	10	12	0	0
Migrant Students (04-05)	--	548	--	NA	--	659	--	26	--	36	--	38	--	0
Migrant Students (03-04)	--	745	--	NA	--	469	--	51	--	31	--	17	--	1
Economically Disadvantaged (04-05)	1201	22243	92	93	684	677	12	14	28	32	57	51	4	3
Economically Disadvantaged (03-04)	700	19528	NA	NA	495	487	25	31	30	32	43	34	2	2
Non-Economically Disadvantaged (04-05)	2460	49157	100	100	697	702	4	4	15	16	69	69	13	11
Non-Economically Disadvantaged (03-04)	2892	48595	NA	NA	518	518	12	13	20	20	60	57	9	10

10th Grade

Writing	# Tested		% Tested		MSS		% FFB		% A		% Met		% Exceeded	
	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ
All Students (04-05)	3635	70868	100	100	691	688	4	5	17	23	68	63	11	9
All Students (03-04)	3575	67629	99	100	545	524	16	22	16	16	62	59	6	3
Female (04-05)	1776	34710	100	99	700	697	3	3	12	19	70	66	14	12
Female (03-04)	1728	33347	99	100	559	537	13	17	14	15	66	64	8	4
Male (04-05)	1857	36176	100	100	682	678	5	7	21	27	67	59	8	7
Male (03-04)	1844	34151	99	99	531	512	20	27	18	18	58	54	4	2
African American (04-05)	278	3557	100	99	661	675	7	7	21	25	65	62	7	6
African American (03-04)	268	3150	100	99	523	515	22	24	23	19	53	56	2	2
Hispanic (04-05)	1302	23868	99	100	678	670	6	9	23	33	65	55	6	4
Hispanic (03-04)	1257	22313	99	100	515	493	26	34	18	19	53	46	3	1
Asian/Pacific Islander (04-05)	126	1732	100	98	709	713	4	2	13	12	65	64	18	22
Asian/Pacific Islander (03-04)	106	1659	97	100	553	564	15	11	13	12	64	68	8	9
American Indian/Alaskan Native (04-05)	101	5001	100	100	674	661	4	9	20	41	70	48	7	2
American Indian/Alaskan Native (03-04)	90	4528	97	99	530	492	14	35	28	21	58	42	0	1
White (04-05)	1828	36710	100	99	703	702	2	2	12	15	71	69	14	13
White (03-04)	1846	35593	99	99	569	547	9	13	13	14	69	69	9	4
Students with Disabilities (04-05)	409	7900	100	100	551	580	16	22	48	49	33	28	2	1
Students with Disabilities (03-04)	332	6712	99	100	445	445	61	61	23	18	17	21	0	0
Students without Disabilities (04-05)	3229	63054	99	99	708	701	2	3	13	20	73	67	12	10
Students without Disabilities (03-04)	3243	60917	99	100	548	530	15	19	16	16	63	61	6	3
Limited English Proficient Students (04-05)	408	6308	100	100	581	591	18	19	39	47	41	33	3	1
Limited English Proficient Students (03-04)	329	6994	100	100	426	442	65	58	16	18	19	23	0	0
Migrant Students (04-05)	--	540	--	NA	--	658	--	16	--	42	--	41	--	1
Migrant Students (03-04)	--	732	--	NA	--	466	--	44	--	23	--	33	--	0
Economically Disadvantaged (04-05)	1191	21994	91	92	686	673	8	10	24	36	63	52	5	3
Economically Disadvantaged (03-04)	700	19310	NA	NA	508	489	28	35	21	20	50	44	2	1
Non-Economically Disadvantaged (04-05)	2447	48960	100	100	693	694	2	3	13	18	71	67	14	12
Non-Economically Disadvantaged (03-04)	2875	48278	NA	NA	553	538	14	17	15	15	65	65	7	4

The table below shows if your district met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

District AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Y
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 94 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 94 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Below is a list of the Title 1 funded schools in the district that are in School Improvement Status as defined by the Federal No Child Left Behind Act of 2001

Title I School - any school that receives Federal Title I funds; the school agrees to the accountability measures mandated by the No Child Left Behind Act of 2001 (NCLB).

Title I School Improvement - Year 1 - A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement - Year 2 - A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement - Year 3 or Corrective Action - A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement - Year 4 or Restructuring (Planning Phase) - A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement - Year 5 or Restructuring (Implementation Phase) - A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must implement the restructuring plan.

Out of School Improvement - A Title I school that has made adequate yearly progress (AYP) for two consecutive years and is no longer identified.

For More Information on school improvement status, visit our website at www.ade.az.gov/asd/nclb

Glendale Union High School District

School Name	AZ LEARNS		NCLB
	LABEL ES	LABEL HS	AYP
Apollo High School	N/A	Performing	Met
Cortez High School	N/A	Highly Performing	Met
Glendale High School	N/A	Performing Plus	Met
Greenway High School	N/A	Highly Performing	Met
Independence High School	N/A	Performing Plus	Met
Metrocenter Academy	N/A	Performing	Not Met
Moon Valley High School	N/A	Highly Performing	Met
Sunnyslope High School	N/A	Excelling	Met
Thunderbird High School	N/A	Highly Performing	Met
Washington High School	N/A	Highly Performing	Met

1 Adequate Yearly Progress, please visit our website at <http://www.ade.az.gov/profile/publicview/aypdistrictlist.asp>.

2 Current Administrator: This includes the most current information ADE has available, please contact the district directly if you feel this information is in error.

3 Enrollment: These enrollment counts represent a head count of all active enrollments on October 1st of each school year. Please note these counts are not unduplicated counts; concurrently enrolled students are counted as having an active membership in each school they are enrolled. Joint technology schools where students are concurrently enrolled are not included, which may additionally overstate aggregated enrollment figures.

4 Arizona Instrument to Measure Standards (AIMS) if applicable. Data reflects grades 3,5,8,10. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard, and Exceeds (E) the standard. Mean Scale Scores (MSS). The federal law, No Child Left Behind (NCLB), requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. Data also provides a two year trend analysis of student performance as required by NCLB. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

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